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MEET YOUR WORLD--HARDING HIGH SCHOOL INTERNATIONAL FESTIVAL  
1968.

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STUDENT PROJECTS, MINNESOTA, ST. PAUL,

THIS BULLETIN GIVES AN ACCOUNT OF THE 1967 FESTIVAL AND  
LISTS THE ACTIVITIES AND ENTERTAINMENT PLANNED FOR 1968  
(APRIL 20, ST. PAUL), IN WHICH ALL THE HIGH SCHOOLS IN  
MINNESOTA MAY PARTICIPATE. WORKSHOPS FOR BOTH TEACHERS AND  
STUDENTS, AND NUMEROUS FOREIGN-LANGUAGE SPEAKING PERSONNEL  
PROVIDED BY STUDENT, SCHOLARSHIP, AND WORK ABROAD  
ORGANIZATIONS WILL FURTHER THE PROJECT'S PURPOSE OF PROMOTING  
FOREIGN LANGUAGES AND CULTURES. ALSO DESCRIBED ARE THE ART,  
ESSAY, AND DRAMA CONTESTS, AND DRAWINGS FOR A NUMBER OF  
TRAVEL- AND STUDY-ABROAD SCHOLARSHIPS TO WHICH FESTIVAL  
PROFITS ARE DIRECTED. THIS ARTICLE APPEARED IN THE "MINNESOTA  
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# 'MEET YOUR WORLD'

Harding High School

INTERNATIONAL FESTIVAL 1968

THE 1967 FESTIVAL IN RETROSPECT - "CAREERS IN FOREIGN LANGUAGES"

The second annual International Festival, sponsored by the Harding High School Spanish Club, was held Saturday, April 15, 1967, at their school in St. Paul. "Careers in Foreign Languages" was the theme for the festivities, with all academic exposure for the day geared toward informing the participants--who came from all over the state!--of the direct and indirect ways they could use their linguistic training in a career.

According to Mr. S. J. Hernandez, Spanish teacher and club advisor at Harding, a diversified program helped achieve this goal. Private industry was represented by displays, personnel, or presentations. These companies were not only promoting their services but discussing with the students how these organizations could use linguistically trained personnel. Among those represented were Minnesota Mining, Brown and Bigelow, Coca-Cola, Control Data, some airline companies, and the Armed Forces.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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Many travel, educational, and work abroad organizations, such as the Peace Corps, American Field Service, the Red Cross, the AMITY Foreign Teacher-Aide Program, the Experiment in International Living, Summer School in Mexico, and Los Amigos de las Americas, Inc., were represented by native speakers and others who encouraged the students to speak the foreign language they were learning. Also representing themselves were international and college language clubs: the Mexican Club, the Cuban Club, the Latin-American Club, El Quixote Club, LULAC (League of United Latin-American Citizens), the German Folkfest Association, and the Concordia Summer Camp for language students.

There were academic workshops for both the teacher-chaperones and the students. Emphasis in the teacher workshops was modular scheduling and innovations such as video taping.

There was afternoon entertainment--dances and plays--in German, Spanish, and French by various school groups. Some musical groups also performed at will throughout the building.

At suppertime, a meal of international cuisine was catered by the Black Forest Inn (German), McGuire's (French), and La Cucaracha (Mexican).

Highlighting the evening entertainment program of international dance groups furnished by the St. Paul International Institute, the Latin-American clubs, the French Club of St. Catherine's College, were speeches by St. Paul Mayor Thomas Byrne and Mr. Lars Carlson, representative for the Experiment in International Living.



Polish children's dance group  
St. Paul International Institute

To close the Festival, French, German, and Spanish auctioneers distributed their wares at bidding sessions in which students could "spend" the "money" they had "earned" throughout the day through speaking with native speakers the language they were learning.

Many teachers wrote or called to compliment the Harding Spanish Club on an awe-inspiring feat, in that the major behind-the-scenes organization, both administrative and solicitative, was accomplished by HIGH SCHOOL students! Criticisms, too, were offered, some of which are listed below.

- 1) The school intercom system was used indiscriminately; its constant interruption greatly upset many of the performances and exhibitions of the day.
- 2) The diversified and simultaneous programs caused too constant a shuffling of arriving or departing crowds, with the accompanying noise of arriving too late or leaving too early interrupting the presentations.
- 3) The workshops were scheduled too early; attendance at them was sparse due to late arrival at Harding or time needed for building orientation.
- 4) Though supper was excellent, due to miscalculation food ran out before all could eat.
- 5) The pacing of the evening entertainment was too slow and thus accompanied by too much interim audience noise and impatience. The entertainers' having to perform in two distant areas complicated the pacing.

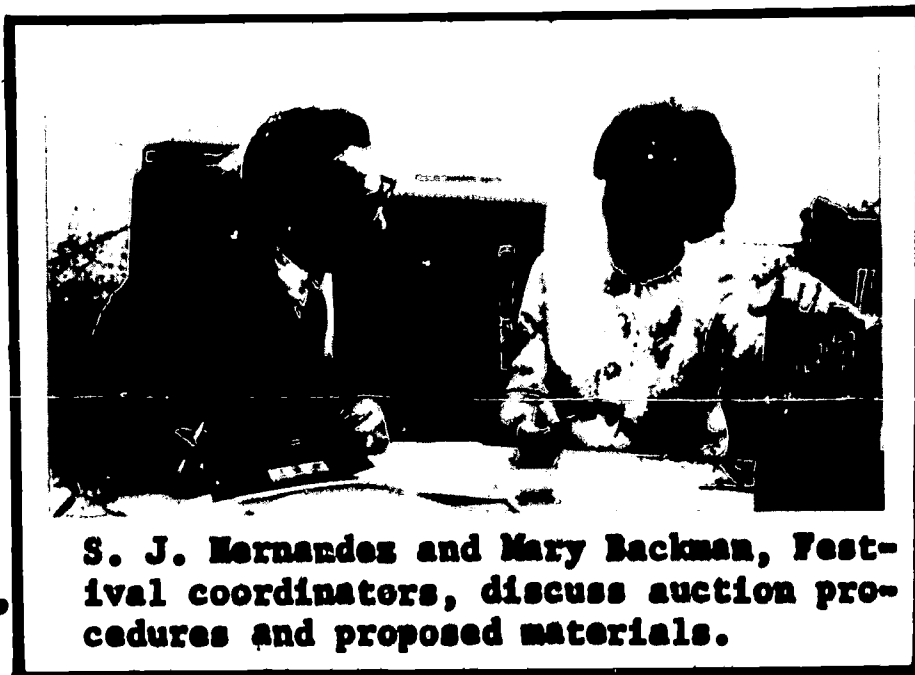
6) Not enough auction commodities were made available for such a multitude (again due to miscalculation). The late time set for these auctions resulted in some early-departing schools' not participating.

Beginning their work on the 1968 Festival immediately after this one, the Harding Spanish Club continued their work throughout the summer, and is most actively involved in it now. You will see by the new format that the above criticisms, and others, will be eliminated.

➤ **WHY THE FESTIVAL...?** This festival is held and conducted in a manner that benefits the community, the teachers, and the student, through its promotion of foreign languages and foreign cultures. A festival of this magnitude offers the community, via clubs and companies, a media with which to serve education, while giving public education a reciprocal opportunity to have the community personnel at the festival see youth at their best. The language teachers accompanying or chaperoning their students are given the opportunity to see and evaluate many of the community services that they too may wish to have at some of their own school events. They also are able to meet with many teachers beyond their local area and exchange ideas and broaden their experiences in the field of languages.

Some phases of languages and culture cannot best be taught in the classroom. Mr. Hernandez is one of many foreign language teachers concerned with promoting the value of a second language beyond college preparation and career. He states, "With all roads of the world crossing at various intersections in our highways of life, with these roads being filled more and more with foreign language speakers expressing their very being via their language, it is our responsibility to merge into this traffic knowing the best rules of the road. It is our duty to place our students, here and abroad, in an international "market-place" where what is being exchanged is **GOODS OF THE SOUL**, that unique life the foreign speaker projects, pure and beautiful, only through his own language. This, then, is the real value of knowing a second language--**MEETING YOUR WORLD.**"

Whenever a profit is realized from the Festival, scholarships are offered to selected students to travel and/or seek education abroad. With the profit from the 1967 Festival (over 3,000 persons attended) and other earnings, the Harding Spanish Club was able to pay in full or subsidize in part the following awards and scholarships: two nine-week travel abroad scholarships under the Experiment in International Living; five ten-day tours through Central Mexico; two summer school in Guadalajara, Mexico, awards; and a few merit awards.



S. J. Hernandez and Mary Backman, Festival coordinators, discuss auction procedures and proposed materials.

"**THEN WHAT...?**" indicates a third International Festival for 1968, broader in scope and purpose than the previous ones. Designed to meet more fully the interests of the students, teachers, and the community, its theme is "**MEET YOUR WORLD.**" To create such an event successfully requires extraordinary aid, cooperation and participation among all who sense the worth of this project. If you are able to assist in any way or feel you would like to join forces to assure the Festival's success, please contact Mr. Hernandez.



\* \* \* INTERNATIONAL FESTIVAL 1968: MEET YOUR WORLD \* \* \*

**INNOVATIONS GALORE!**

➤ **Russian.** With Russian added to the roster this year, these students are invited to the Festival, as are those of French, German, and Spanish.

➤ **Scholarships.** This year's Festival will have one major change... From the additional scholarships that will be solicited from community organizations, it is hoped that travel abroad scholarships can be offered not only to the Harding Spanish Club students, but also to French, German, Russian, and Spanish students from other schools! This is a new approach and the number of such awards will be nominal, but your continued attendance and confidence in the festival will help to make this, too, a regular service of subsequent festivals. The rules regarding receiving a scholarship are simple: The merit of the student must be determined by his foreign language teacher. Only his foreign language teacher can submit his/her name to be chosen. Both the teacher submitting a name of a student and the student submitted must be present at the Festival. Each teacher may submit the name of only one student. Sometime during the day of the Festival, all the teachers submitting names will be called to a room to submit the names, and a private drawing will take place. At this time all teachers submitting names will be given the opportunity to place their own names in a box where a similar drawing will take place for one teacher to win a summer trip abroad.

➤ **Art.** Another addition to the Festival this year is an art contest in which students in grades 9-10 and 11-12 will submit an original work on the theme, "Meet Your World." The student may choose whichever media will enable him to best express his feeling. In each school, each language may submit an entry to the two divisions (grades 9-10 and 11-12). These entries should be chosen by the teacher or a committee to be then submitted to the contest. Deadline for submission of art entries is March 29, 1968. Students are asked to use their imaginations and creatively use the significance of "Meet Your World." Carefully package any entries that are mailed, and include name, grade, teacher, language, and school with the entry. Cash prizes will be given the top two entries in each division. For further information, teachers may contact the Art Committee of the International Festival by mail.

➤ **Essay.** Paralleling the art contest will be an essay contest for grades 9-10 and 11-12. Topics are: "Why Are You as an Individual Studying a Foreign Language?" (9-10), and "The Role of Foreign Language as a Link Between Nations" (11-12). Essays are to be typed, double-spaced, in composition form, and no longer than three pages. As in the art contest, the teachers will choose an entry from each language for each division (9-10 and 11-12). Deadline for receiving entries is March 29, 1968. Be sure to include name, grade, teacher, language and school with each entry. Cash prizes will be given the top two entries in each division.

➤ **Drama.** This year, to encourage more schools to participate in drama at the Festival, special merit awards will be given the top student plays in French, German, Russian, and Spanish. If your school is genuinely interested in presenting a language play, please contact by mail before March 22, 1968, the Drama Committee of the International Festival, so that they might make arrangements for your group.

➤ **Phonetic Centers.** Separate phonetic centers will be set up to help a fledgling or advanced language student discover how well he is able to reproduce the sounds of the language he is learning. Accomplished phoneticians will be available to evaluate and advise the student. He will be evaluated according to the level in which he is currently enrolled, and will receive play money for his participation and efforts.

## ROLE OF THE COMMUNITY

With the theme, "Meet Your World," and the symbol (intertwined olympic rings signifying the interrelationship and interdependence of nations), the Festival hopes to project through friendship and understanding the fact that our world is a unity. With an eye on this purpose and theme, and in light of the criticisms previously cited, the Festival's format will be shaped by the following:

**Industrial Organizations.** Such companies as Minnesota Mining, Brown and Bigelow, etc., will set up product displays as a visual means of conveying some of the ways they succeed in "meeting the world" through commercial services. These companies will also prepare displays of TEACHING AID products by which teachers can better convey language and culture. The participation of these companies will take on greater scope as they provide not only displays, but workshops, personnel, monetary contributions, etc.

**Scholarship, Travel, and Work Abroad Organizations.** Such organizations as SPAN (Student Participation in Amity Toward Nations), SWAP (Student Work Abroad Program, Macalester College), the Peace Corps, Summer School in Mexico (Richfield High School), the Experiment in International Living, AFS (American Field Service), the Red Cross, AMITY Teacher Aide Program (teachers from foreign countries), the Concordia Summer Camp Program, Los Amigos de las Americas, Inc. (a high school peace corps type program), college international and language clubs, etc., will promote their services as well as make available many students who are here from abroad and/or who have returned from tours in foreign countries. These persons speak foreign languages well and are the core of the personnel with whom those attending the Festival will be speaking.

**Restaurants.** Restaurants representing each of the four languages will serve a foreign foods supper. Snacks and soft drinks will be available throughout the day at auxiliary food stands. Supper will require cash; play money or cash may be used at the food stands.

**Workshops.** Various workshops or discussions will be offered to both teachers and students. For teachers and other adults wishing to participate, a formal and an informal workshop will be held later in the day and at different hours. Topic of

the formal will be "Video Tape and Large Group Instruction." (Modular scheduling is making new instructional demands on the teacher, with the result that the trend toward making this media available in our schools is on the uprise.) "Modular Scheduling in Foreign Languages--as Seen by Teachers Involved in It," the second workshop, will be held over coffee and donuts. Language teachers from all the metropolitan schools having taught under the mod system one or more years will be invited to lead the discussion and answer questions by those interested in the subject and/or going into this new way of teaching. Language consultants and administrators will also participate informally. If you, a teacher under the mod system, are interested in participating in the second workshop, please contact Mr. Hernandez. The student



Treasurer Jerry Walther and President Pat Sonday of Harding's Spanish Club


workshops are planned to be informative and entertaining. Among them will be "How to Make Piñatas," "How to Play Lotería," "How to Dance (language) Dances," etc. Participation in these workshops will be rewarded with play money.

**Entertainment.** The type of entertainment being sought is plays, dances, vocal and instrumental presentations, games, and movies. Generally speaking, most of the movies will be shown by companies. Students who have returned from trips abroad are urged to contact the Festival committee and volunteer to show their own slides or films on their travels. Many teachers who attended the Festival last year recommended that more high school entertainment be solicited. If your school or club has a dance, musical, or drama group which would like to perform and entertain at the Festival, or if you can lead a special game, please contact the Festival committee by mail with a description of your group before March 22, 1968, so that you can be included in the program.

\*This year one auditorium program will be held in the afternoon, with admission by ticket only. All other activities of the Festival will continue throughout the day and evening. "Auctions" will run all day on the half-hour, three simultaneously, one each in French, German, and Spanish. As students earn play money they can attend these auctions and bid on commodities, some of which will be surprise packages and others which will be visible.

#### MECHANICS OF THE INTERNATIONAL FESTIVAL '68

**Economy.** As in every civilization, goods are exchanged between individuals either directly by barter or indirectly through a monetary system. Thus the International Festival has its own monetary system which operates on two levels: with real currency and with play money. Participants can earn play money by speaking with "language promoters"--native-speakers whose purpose is to encourage regular students attending the Festival to speak the language they are studying; attending workshops, displays, films, entertainment, etc.; and participating in bingo games, lotteries, and the phonetic centers. They can spend this money at small auctions held throughout the day, for grab-bags, and for snacks (with reduced currency price). Real currency will be needed for souvenirs, the evening meal (approximately \$1.25), snacks, registration (\$1.00 paid in advance), and the auditorium program (\$.25). As you can see, students have the option of using currency or play money for some items. As an added incentive for participating in the Festival, currency prizes for the art and essay contests, and scholarships, are being offered.

 **When? Where? Who? How?** Brilliantly color the date Saturday, April 20, 1968, on your events calendars, and mark the route to Harding High School, 1540 East Sixth Street, St. Paul, Minnesota! This is the day when all that has been discussed above will take place. If your school is a high school (grades 9-12), public or private, in Minnesota, YOU ARE INVITED, and there is no limit as to the number of students from your school who may attend! The hours of the Festival are from two to ten p.m.

To register, make a facsimile of the registration form, indicating the number of students from each language who will be attending. The registration fee is \$1.00 per student, payable in advance by check. Send form and fee to "Spanish Club International Festival," Harding High School, 1540 East Sixth Street, St. Paul, Minnesota 55106. All groups must be chaperoned and all registration made in advance: NO ONE WILL BE ABLE TO REGISTER AT THE DOOR. Tickets and a "Registration Package" will be sent upon receipt of your check. Registration will close as soon as 3,000 students have paid, and checks arriving after that number is reached will be returned with our regrets. No registrations can be accepted after April 5, 1968. If you have questions or desire more information, please contact Mr. S. J. Hernandez, Harding, at (612) 774-8771, from 3-5:30 p.m., or after 7:00 p.m. at (612) 484-3748.

As a final word on the Festival, this is YOUR festival, your world--and to make it such you are needed. Enter the essay and art contests, prepare a play, provide some entertainment! ¡Vámonos! Allons! Gehen wir!



## PEOPLE TO PEOPLE - TWO EXPERIMENTS IN INTERNATIONAL LIVING

Can people of different nations understand one another well enough to see to it that their governments live peacefully together? I often have asked myself that question, and, hard as I've tried, I have never quite been able to answer it. And I don't mean "people" in the broad sense of the word; I mean each and every one of us individually. There was always a tiny little shade of doubt in my mind--but not any more. Why? Because I have been on an Experiment. No, not the kind with test tubes and chemicals. The kind with places and customs and people--an Experiment in International Living.



Pat Sunday, St.  
Paul Harding  
senior

I spent the summer in Latin America, mainly in Costa Rica, where I lived with a family for a month. The purpose of this "homestay" was not so much to adopt a new way of life, as to adapt to it. I'm not saying that it's easy to immerse yourself in another culture, because it's not! But when you do there is a very special spirit of delight and challenge which is rarely apparent to the typical tourist. The family visit offered me an inside view of the real life of the Costa Rican people, and I shall never be able to forget or to thank them enough for all that they taught me, not only about their country and their people, but about life. Through sharing hardships, pleasures, and just becoming a part of the family, we created ties that surpassed all cultural and linguistic barriers; and therefore gave me a deeper insight and understanding of the Latin people as individuals and not as members of a racial or national group. Through them I have learned that you never really know what it's like to be an American until you get out of America; you never really know who you are until you expose yourself to other people and places. For this reason, I feel that the greatest accomplishment of my Experiment summer is the deep bond that has been established between myself and the people I met in Costa Rica. As I think back on the customs we compared, the discussions about the world today, the language we learned by trial and error, and the family ties we created, I realize that I am truly homesick for a people and a country many hundreds of miles away.

Thinking of this leads me to the same question I began with: Can people of different nations understand one another well enough to see to it that their governments live peacefully together? Many people believe that an individual's behavior can't really affect world situations; that wars and other conflicts are caused by forces over which individuals have no control. But thanks to my Experiment in International Living summer, I KNOW now that people the world over are more alike than they are different, and that they can learn to understand and to respect one another--if they are given half a chance to prove it! I also sincerely believe that if more people were given this chance, international relations would improve, perhaps only a little, but nevertheless, the countries would be closer because the people would be closer, and the people make up the country. In this way, my "family's" farewell was just a beginning. You see, having learned to think from another's point of view, to feel what another feels, you continue to Experiment, in some form, all through life. It's an amazing discovery.

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Pat and Lynn were two of the recipients of scholarships made possible through the efforts of the Harding High School Spanish Club's International Festival.





Lynn Herron, graduate  
of Harding High, St.  
Paul

This summer through the Experiment in International Living I went to Guatemala. When I got there I did not, as gently warned by my group leader, receive a culture shock. Instead I received a family, a family that took me in as a part of their lives. It was a nice big family of eight. There was Mom and Dad, Sandra and Jorge, my two cousins Olga and Luky, a fellow Experimenter Wayne, and myself.

During the six weeks I spent with my family I went to strange places, ate strange foods, and went to strange schools. Yet they did not seem strange to me because they were my family's life. I learned that once you know the people of a place you thought was unusual you realize it is not at all unusual.

At the same time that I became part of a family I also became part of a group of ten Experimenters. Only a program like the Experiment could throw a group like ours together. Everyone in the group had a different personality, different interests, and different talents. Yet I came to know them better than friends I've known for years. Furthermore I know I will have them as friends for years to come. Even though we were quite different we had two things in common: 1) the Experiment spirit, 2) and the willingness to give in a little and look at things someone else's way.

On my trip I saw volcanoes erupting, climbed ancient Mayan pyramids, and traveled through the thick Guatemalan jungle. Yet when someone asks me about my trip I do not think of these things. I think of all the people I have met and learned to understand. I'll always remember the things I saw, but the people I met are more than a remembrance--they are part of me.



#### S. J. HERNANDEZ RECEIVES AMERICANISM AWARD

In recognition of the vast efforts exerted by Mr. S. J. Hernandez for the International Festival sponsored by Harding High School's Spanish Club, La Societe Des 40 Hommes et 8 Chevaux of the American Legion of Minnesota presented him with their annual Americanism Award. In presenting Mr. Hernandez to the Societe, Mr. Harry Sleeth, Grand Americanism Directeur, indicated that "we of the 40 & 8 are proud to have with us today that teacher who so successfully combined his administrative skill and the energy of a human dynamo--he thought not of how few hours he might be in the school and still meet the obligations of his contract--rather, he opened the door so his students could see the challenge of dreams becoming accomplishments, and the hope of today's opportunities becoming the training grounds for tomorrow's leadership. By example alone, true teachers can lead..."



**HARDING HIGH SCHOOL INTERNATIONAL FESTIVAL**

**"MEET YOUR WORLD"**  
**Saturday, April 20, 1968**

**REGISTRATION FORM**

To register for the Festival, please make a copy of this form and send it, with a check in the amount of the total registration fee, to: "Spanish Club International Festival," Harding High School, 1540 East Sixth Street, St. Paul, Minnesota 55106.

All persons wishing to attend the Festival must register by mail before April 5, 1968.

- 1) a. Name of School(s) \_\_\_\_\_  
b. Address \_\_\_\_\_ ZIP \_\_\_\_\_  
c. School Phone \_\_\_\_\_

- | 2) a. Names of Teachers Coming | b. Language Each Teaches | c. Home Phone |
|--------------------------------|--------------------------|---------------|
| _____                          | _____                    | _____         |
| _____                          | _____                    | _____         |
| _____                          | _____                    | _____         |
| _____                          | _____                    | _____         |
| _____                          | _____                    | _____         |
| _____                          | _____                    | _____         |

- | 3) a. Names of "language promoters" (see article) | b. Language Spoken |
|---|--------------------|
| _____   | _____              |
| _____   | _____              |
| _____   | _____              |

- 4) Number of students from each language coming:
- |                 |                 |                  |                  |
|-----------------|-----------------|------------------|------------------|
| a. French _____ | b. German _____ | c. Spanish _____ | d. Russian _____ |
| e. Other _____  |                 |                  |                  |

- |   |       |                   |
|---|-------|-------------------|
| 5) a. Number of paying persons coming*              | _____ | (AMOUNT ENCLOSED: |
| b. Number of teacher-chaperones (non-paying) coming | _____ | \$ _____)         |
| c. Total number of persons coming                   | _____ |                   |

\*NOTE: All persons except teacher-chaperones are asked to pay the \$1.00 registration fee.

- 6) Names of contest entrants a. drama b. art c. essay

- 7) Entertainment: description; name of group leader